KEY STAGE 2

Lesson one

Staying safe around roads



Context

This lesson on road safety has been developed by MIB (Motor Insurers' Bureau) for Key Stage 2 pupils. It supports pupils to recognise common road risks, consider what can increase the chance of accidents and practise making safer choices around roads.

This lesson would work well as part of wider learning about personal safety.

Learning objective

We are learning:

- How to stay safe around roads.

Learning outcomes

We will be able to:

- Identify common road hazards
- Explain what can increase the risk of an accident on the roads
- Describe and evaluate strategies for staying safe around roads.

Resources required:

- Box or envelope for questions
- Flipchart paper and pens
- Resource 1: Road safety image (one per pair)
- Resource 2: Road safety scenarios (one per group)

Lesson summary

Activity	Description	Timing (60 mins total)
1. Introduction	Introduce learning objective and outcomes and establish ground rules.	2 minutes
2. Baseline assessment	Pupils respond to a statement about crossing roads safely.	10 minutes
3. Hazards and unsafe behaviours	Pairs review images and identify hazards and unsafe behaviours.	10 minutes
4. Low, medium and high risk	Pupils identify and discuss different levels of risk in different scenarios.	10 minutes
5. Road-safety strategies	Groups suggest safer choices for characters in road-safety scenarios.	15 minutes
6. Reflection and endpoint assessment	Pupils revisit the baseline activity, before applying their learning to a familiar journey.	10 minutes
7. Signposting support	Remind pupils who they can talk to if they have concerns about safety.	3 minutes

Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include relevant subject knowledge and guidance on establishing a safe learning environment.

Key words

Road, safety, accident, risk, hazard, behaviour



Baseline assessment

Introduction (slides 1-2)

2 min

Introduce the learning objective and outcomes and explain that this lesson will explore road safety, including common risks, what can increase the chance of an accident and how people can make safer choices in different situations.

Ensure ground rules have been established with the class before teaching this lesson and introduce the anonymous question box. Explain that they can write questions anonymously and put them in the question box at any time throughout the lesson.

Baseline assessment activity (slide 3)

10 min

Share the following statement using slide 3:

Sam says: "*It's fine to cross a road anywhere if you're careful.*"

Ask pupils to decide whether they agree, disagree or think it depends, considering:

- When might crossing a road be safer or less safe?
- What hazards might someone need to be aware of around roads?
- What can someone do to stay safe near roads?

They should record their thoughts in their exercise books or on flipchart paper. Avoid prompting pupils too much at this stage so you can gauge prior knowledge and misconceptions. Use their responses to help assess their starting points and tailor the lesson or subsequent teaching accordingly. Ask pupils to put their responses to one side, as they will return to them later.

Core activities

Hazards and unsafe behaviours (slide 4)

10 min

Highlight that some hazards around roads come from the environment (for example, busy roads), while others come from people's choices and behaviour (for example, someone being distracted or rushing). Give pairs of pupils 'Resource 1: Road safety image' and ask them to annotate the image by circling or labelling:

- Possible hazards
- Unsafe behaviours.

Take feedback, ensuring the following are drawn out in discussions:

Possible hazards:

- Busy roads or fast-moving traffic
- Parked cars blocking visibility
- E-scooters moving close by
- Car reversing out of driveway
- Icy road/pavement
- Noise from building work nearby
- Drivers not stopping at zebra crossings/ pedestrian crossings.

Unsafe behaviours:

- Crossing the road without using the zebra crossing
- Using a phone just before crossing the road
- Being close to the kerb or moving traffic
- Walking very close to the kerb
- Wearing headphones near traffic
- Running to catch a bus
- Assuming a driver will stop at zebra crossings/ pedestrian crossings.

Emphasise that noticing risks and making safer choices can help reduce the chance of accidents and injury.

Support

Ask pupils to focus on identifying three hazards and three unsafe behaviours they can spot.

Challenge

Ask pupils to identify any less obvious or hidden hazards in the image and explain why they could still be dangerous.

Low, medium and high risk (slide 5)

10 min

Give groups of pupils the scenarios in 'Resource 2: Road safety scenarios'. Ask pupils to read the scenarios and identify behaviours they think might be low, medium or high risk around roads, recording their ideas on flipchart paper on a risk continuum by drawing a line and placing each behaviour at the appropriate point.

Pupils might identify:

Lower-risk behaviours

- Crossing at a safe place like a zebra crossing
- Wearing a helmet
- Staying alert near roads.

Medium-risk behaviours

- Becoming distracted near traffic
- Rushing or acting without thinking
- Feeling pressured to copy others' behaviour.

Higher-risk behaviours

- Running across a road
- Using a phone while riding an e-scooter or crossing a road
- Crossing a road when visibility is poor/it's difficult to see.

Draw out behaviours that can increase risk near roads, including distraction, rushing, poor visibility and peer pressure, and reinforce that recognising these can help people make safer choices.

Support

Ask pupils to focus on identifying three risks and three unsafe behaviours.

Challenge

Ask pupils to identify where two or more risky behaviours combine to make a situation even more dangerous, for example, crossing between parked cars while looking at a phone.

Road-safety strategies (slide 6)

15 min

Assign groups of pupils one road-safety scenario from Resource 2 to discuss. Ask them to decide what advice they would give the character to help them stay safe around roads.

Use the following questions to support discussion:

- What is the risk in this situation?
- What could the person do differently, or what choice(s) could they make to stay safer?

Take feedback on each scenario, drawing out key learning and creating a class list of road-safety strategies so that pupils have an opportunity to learn from all of the scenarios.

Dan

- **What is the risk?** Running across the road and rushing could mean Dan does not check properly for traffic and could increase the chance of an accident.
- **Safer choice:** Dan could wait and cross at a safe place, even if it means missing the bus.

Jamie

- **What is the risk?** Taking off a helmet or feeling pressured to copy others' risky behaviour could increase the chance of injury.
- **Safer choice:** Jamie could keep the helmet on and make her own safer choice, even if friends are doing something different.

Leo

- **What is the risk?** Poor visibility at night could make it harder for drivers to see Leo, increasing the chances of an accident.
- **Safer choice:** Leo could wear brighter or reflective clothing and use a safer place to cross.

Maya

- **What is the risk?** Checking a phone while riding could be distracting and reduce awareness of hazards.
- **Safer choice:** Maya should stop in a safe place, such as on the pavement, before checking the message.

Two friends

- **What is the risk?** Being distracted while talking and moving close to the kerb could increase the risk of stepping into the road without looking and listening.
- **Safer choice:** The friends could move away from the kerb and stay aware of traffic.

For the lower-risk scenario (6. Aisha), draw out the positive safety behaviours, such as using a crossing, checking traffic and staying alert. Emphasise that recognising and using safer strategies can help prevent accidents.

Support

Ask pupils to focus on Aisha's scenario and explain what Aisha is doing to stay safe and why these behaviours reduce risk around roads.

Challenge

Ask pupils to rewrite one or more scenarios to show how the character could plan ahead to avoid the risky situation altogether (for example, wearing reflective clothing before leaving home, allowing extra time rather than rushing or putting a phone away before crossing).

Plenary/Assessment for and of learning

Reflection and endpoint assessment (slides 7-8)

10 min

Ask pupils to revisit the statement from the baseline assessment and, in a different colour, add to or amend their original ideas.

Then ask them to write three top tips for Sam for staying safe around roads. Use pupils' responses to assess progress against the learning outcomes and identify any remaining misconceptions or gaps in understanding.

Personal reflection

Ask pupils to consider a familiar journey they make, for example, their journey to school, and write down:

- Any possible hazards
- Strategies they could use to stay safer.

Pupils do not need to share their reflections with the rest of the class.

Signposting support (slide 9)

3 min

Ensure that pupils know it is important that they talk to someone if they have any questions or concerns about road safety. Highlight members of staff in school, as well as sources of support outside of school, such as parents and carers.

Extension activity

Ask pupils to design a leaflet for families or younger pupils about staying safe around roads.

They should aim to include:

- Safety tips
- Examples of hazards
- Advice on safer choices.